



Lamar University – M.Ed. in Educational Technology Leadership

Reflections of Course-based Embedded Assignments

Directions: In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (*Please note that course number changes in Fall 2010*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)
EDLD 5366	<i>EDLD 5366 Digital Graphics and Web Design</i>	12 Hours

Description of the Assignment/Performance Tasks (see Appendix I)	EDLD 5366: 4 - Demonstrates knowledge of the principles of design and their application to digital graphics/animation products. 5 –Demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products. 6 –Know how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p>Self –Assessment</p> <ol style="list-style-type: none"> 1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points) 2. Critically reflect upon the 	<p>EDLD 5366 Digital Graphics and Web Design has taught me how to reflect on the way I design multimedia and digital graphics. This course has allowed me to learn about new animation tools that are available as open-source products. I have also learned about the C.R.A.P. (Contrast, Repetition, Alignment, Proximity) design technique and have already implemented it into my daily work.</p> <div data-bbox="565 1457 878 1776"> <p>A Balanced Leader</p> </div> <p>During Week 2 of EDLD 5366, we learned how to make logos that represented our personal and professional attributes. I used all the principals of C.R.A.P. in my logo. I used a center alignment with my last name spiraling around the balance. My name symbolized me being in the center of balanced leadership skills. I also centered the title “A Balanced Leader” in front of the balance. I used contrasting colors on my logo and made the title in larger black font to make it stand out more. I used repetition by</p>

<p>relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</p> <p>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</p> <p>Learn as a Learner</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p>Lifelong Learning Skills</p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p>Additional Criteria</p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p>	<p>including the same font colors and styles on the chains of the balance. I also used proximity by including “Principal” characteristics on the chains near the “Principal” side of the balance. I used proximity by including the “technology” characteristics on the chains near the mouse clipart.</p> <p>“If reflective practice is not encouraged within one’s teacher education program or school work environment, then it becomes that educator’s responsibility (verging on an ethical responsibility) to do so on his or her own” (Gerstein, 2011, Educators as reflective practitioners, para.6). Prior to this course, I have used reflection in staff development and in my classroom. This course has allowed me to reflect on my digital graphics, websites, and newsletters. I have become more aware of reflection and took on the responsibility of increasing reflective strategies on my campus.</p> <p>The knowledge that I gained from this course has provided me with ideas on how to increase the effectiveness of electronic portfolios. My favorite things about electronic portfolios are the reflective thinking process and structure that it provides to students. “Portfolios can provide structure for involving students in developing and understanding criteria for good efforts, in coming to see the criteria as their own, and in applying the criteria to their own and other students’ work” (Barrett, 2007, p. 4). Eportfolios have also increased my students’ ability to self-reflect. “The most powerful learning often happens when students self-monitor, or reflect” (Gerstein, 2011, Reflection in the classroom, para. 1). I agree with Gerstein, because I have experienced “powerful learning” through all my reflections within Lamar University’s degree plan.</p> <p>As a life-long learner, I will continue to research ways to improve my C.R.A.P. design technique. I will also upload more of my digital products and allow others to comment on them or provide feedback on ways that I can improve the digital product. Pitler (2007) states, “now more than ever, technology allows students to collaborate on projects without the constraints of time or geography” (p.153). The comments and discussions within this course have accelerated my ability to critically reflect on other people’s digital products as well as my own. I want to learn more about digital animation and creating flash products. In the future, I will attend webinars on digital animation and web design.</p> <p>Barrett, H. C. (2007). Researching electronic portfolios and learner engagement. <i>Journal of Adolescent and Adult Literacy</i>, 50-8, pp. 1-26.</p>
--	---

<p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>Gerstein, J. (2011, August 16). [Web log message]. Retrieved on February 19, 2012 from http://usergeneratededucation.wordpress.com/2011/08/16/where-is-reflection-in-the-learning-process/</p> <p>Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). <i>Using technology with classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development, 139-154.</p>
---	---

